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A considerable part of one session of the National Teachers' Association was spent in discussing the question whether instruction in arithmetic, grammar, geography, etc., is a legitimate part of the professional training which it is the purpose of normal schools to give. This question was discussed chiefly by those who were engaged in normal instruction, and the preponderance of opinion seemed to be in the affirmative. This we think to be a serious error, as the very large share of attention now bestowed on purely academic instruction in normal schools tends to foster a public distrust in the mission of these privileged schools.

Professional knowledge has two well marked characteristics: it is (1) a body of doctrine, and ( ) is possessed only by those who have been trained for the practice of a specific art. Thus the professional education needed by the physician consists in having a body of knowledge which is scientific in character, and which none but physicians are supposed to possess. If all men had this knowledge, then a medical profession would be impossible. In other terms, knowledge which is common to all liberally educated men can not be professional knowledge.

The application of this principle to normal instruction is obvious. Ordinary academic instruction, even of a high grade, is not in any true sense professional instruction, because it is common to all well-educated men and women. Teachers are educated professionally, only when they acquire that knowledge which is needed by themselves rather than by others. If normal schools devote themselves mainly to academic instruction, there is but a very slight excuse for their existence.

In defense of the prevailing management of normal schools, the plea is often set up that instruction in arithmetic or in grammar, as given in normal schools, differs essentially from the same instruction given in ordinary schools. This specific difference has never been articulately described; it doubtless consists of some occult quality that eludes definition. "The one exclusive sign," says Aristotle, "that a man is thoroughly cognizant of any subject, is that he is able to teach it." The type of general knowledge to be possessed by all men is thus that knowledge of subjects which the teacher ought to have. Surely no one will claim, in sober earnest, that there is any essential difference between chemistry taught in a good high school and chemistry taught in a normal school. The sooner this plea is abandoned, the better it will be for normal schools, for then they will devote themselves to the teaching of that body of doctrine which constitutes a teacher's professional preparation. It can not be disguised that there is a profound and even growing distrust in normal schools as they are generally managed. When the fact is observed that the normal school curriculum is almost identical with those of high schools, people very naturally inquire into the reasons for the continued existence of these privileged institutions; and it is becoming manifest that these schools must give a new emphasis to the purely professional element in their courses, if they would hold their legitimate place in public esteem.

We are very far from saying, and still farther from thinking, that normal schools should wholly or even very largely dispense with academic instruction. A certain measure of it is doubtless essential even as a means of imparting purely professional instruction; and it is doubtless true that the average normal pupil needs instruction in subjects as well as in methods. What we bespeak, is a much larger share of attention to methods and doctrines, so that there may be clearly discerned the specific difference between a normal school and a high school.

It is well to observe the fact that public opinion respecting fitness for teaching is now entering upon a new phase. The earlier conception, and one which still persists, was that mere scholarship constitutes fitness for teaching. This phase of thought is embodied in most of the legal requirements for obtaining a license to teach. The succeeding conception was that general scholarship, supplemented by a knowledge of methods, constituted fitness for teaching; while the conception now beginning to prevail is that the professional preparation needed by teachers consists essentially of a body of educational doctrine, as the basis of methods. Sooner or later special institutions for the preparation of teachers must adjust themselves to this growing phase of thought.

We will conclude our examination of Mr. Dickinson's essay with the following summary of what we think to be its more obvious errors and misconceptions:

1. Its definition of the "written method" is incomplete and misleading.

The "oral method" "consists in actually bringing into the presence of the learner whatever object or subject he is required to study and to know," and then "language is employed to direct the learner in his investigation;" while the "written method" "is practiced where lessons are assigned to be learned from books, or where one communicates his thoughts by lectures." As Mr. Dickinson constantly throws these two methods into sharp contrast, it is evident that he assumes that what he calls the "written method" excludes the use of objects. Now we wish to know by what right it is assumed that this presentation

of objects is the exclusive privilege of oral teaching. Written teaching, or that method which involves the use of the written text, certainly assumes the presence of a teacher; and why this teacher cannot make all necessary use of objects quite as well as a teacher who follows "a good method of oral instruction," is a mystery which Mr. Dickinson should hasten to explain. We cannot think that our essayist designs, by a mere assumption, to make the use of objects the prerogative of oral instruction. If he does, he is grossly ignorant of current school room practice; and if he does not, his condemnation of the "written method" is pure rhetoric. Possibly, for the sake of sustaining his thesis, "he contrasts a good method of oral instruction" with a bad method of written instruction, if, indeed, there are gradations in quality of a method which has the utter badness that Mr. Dickinson ascribed to it. What is the significance of the illustrative apparatus that is almost universally found in schools, if the text-book neglects the use of objects? Does not every reader of the Premium Essay know that the text is merely the basis of instruction, and that this text is to be supplemented and illustrated by the presentation of objects, whenever this is possible or desirable, as well as by the voice of the living teacher? We venture to believe that this is the prevailing practice, even in Massachusetts, where such performances as this Premium Essay and the "Quincy Syetem" have given ground for suspecting that good elementary teaching is extremely rare.

2. Mr. Dickinson seems to make a wide discrimination between oral language and written language.

The Premium Essay distinguishes two cases of instruction, as follows:

1. "If the object belongs to the external world, or is an objective-object, it is presented to the mind through the medium of the senses."

2. "If it belongs to the internal world, or is subjective, then it is presented by leading the mind of the learner to produce it through the activity of his own representative and reflective powers."

Let us consider this second case. Here no appeal to the senses, by a presentation of objects, is posisble; so that the "oral method" and the "written method" here differ in only one particular. In the first case the medium of instruction is *oral* language, while in the second it is *written* language; yet with only this difference, Mr. Dickinson pronounces the "written method" utterly bad. It is evident, therefore, that in the essayist's mind there must be a wide difference between these two forms of language, whereby they effect the mind in ways essentially different. This we wholly deny. Will Mr. Dickinson tell us in what essential particular the following cases differ:

1. Oral instruction on a specified subject.

2. The very same instruction reduced to writing, and then read to the class.

3. The very same instruction printed, and studied by the class.

We grant at once that instruction by the living voice is usually more vivid than instruction conveyed by written language; but this entails no difference in the *kind* of effect produced on the mind. On the other hand, there are advantages in the written method too obvious to require articulate mention. The opportunity to hold a subject firmly before the mental vision; the facility with which the mind may return to the object of its reflections; and the necessary throwing of the mind back on its own resources and thus making almost unavoidable the use of the mind's active power"; these are some of the features that give to written teaching its well-attested and unimpeachable value.

3 Mr. Dickinson overestimates the value of objects in the process of instruction.

We do not think with our eyes and our ears; the most our senses do is to furnish us with the crude materials of thought We do not think with objects, but with the reproductions of mental images, some of which were occasioned by the presentation of objects. Instruction wholly in the concrete is simply impossible, because words are the signs of general notions. The process of thinking does not set in till mental images have replaced the impressions of sense. The essential thing is to induce a reproduction of certain past mental states; and whether this is done by a re-presentation of objects, or by the use of symbols (words, spoken or written), is immaterial. Suppose, for example, the child has learned to associate the word *dog* with this particular object. Is it at all necessary to bring this animal into the child's presence whenever he has occasion to make him the object of his thoughts? Will not the word suffice to reproduce the mental image, which is the real object of the thinking process? The true office of object-teaching is to make words significant, and then to make possible the interpretation of language; but to imagine that it is necessary, or even best, to represent objects whenever the child is to think about them, is a very gross error. A child who can read intelligently is likely to gain a far clearer idea of the decomposition of water by potassium, from the study of a skillfully written text, than from seeing the glare of the experiment and hearing the current explanations of his teacher. In this, as in multitudes of similar cases, the glitter of the experiment is a very obstacle to the thinking process; while the real terms of comparison are wholly beyond the reach of the bodily senses. The mere fact that potassium will burn when thrown upon water is best taught by the experiment; but to expect that a student will learn the explanation of this phenomenon by the use of his senses, is as unreasonable as to expect that he will verify the location of the towns indicated on his map by an actual survey of them. It is well to recollect that children have minds as well as senses.

4. The essay betrays a very general ignorance of psychology.

Evidences of this appear on almost every page—we might have said in almost every paragraph. The division of the mental powers into two categories, as "active" and "passive;" the statement that oral teaching involves these "active" powers, while written teaching is addressed to the "passive" powers only; the amazing statement that "when a man dies his wisdom must go with him;" and the assertion that books are valuable only so far as they enable men to reproduce the knowledge gained by others "*by an indopendent activity of their own minds*"; these are but examples of what seems to us inexcusable ignorance on the part of a writer who professes to be an educational philosopher.

5. The essay abounds in assertions which the writer mistakes for arguments, and is disfigured by fine phrases and empty rhetoric.

Examples of the first and second faults are too numerous to mention. Pages 13 and 17 will furnish instances of very fine rhetoric absolutely wasted. The essayist set out with a promise to conduct us safely along a logical highway; but within a few minutes we find our course obstructed by fogs and quicksands, and though our guide tries to relieve our anxieties by assuming to know the route and our destination, we grow more and more bewildered as we proceed, and at last are forced to find our ow

way. Seriously, this manner of writing is sadly out of place in a serious treatise whose avowed purpose is to enlighten the understanding on a question of grave importance. Mr. Dickinson's pretty exhortations will not convince thinking people that the use of text-books is altogether stupid.

Time would fail us to note all the points that deserve adverse criticism. Lest we might seem hypercritical, we have avoided all minor criticism, and have devoted our attention to a few of the more serious errors in doctrine. It would have been far pleasenter to commend than to condemn; but such transparent sophistry as abounds in this essay ought not to pass unchallenged. We think it a surprising fact that a paper so illogical and so aboundling in false doctrines should receive the sanction of a committee of prominent educators, and should be heralded by one of the eading educational journals of the country as an essay which "will be read and valued not only from the fact that it is one of the two most valued papers called forth by our premium offer, but chiefly will it be studied as the profound study of one of the most philosophical of American educators, on a subject which has awakened the attention of modern educational thought to an extent greater than any other."

POLITICS FOR TEACHERS.

THIS is a time when politics is the all-engrossing interest. In our exchanges we must hunt our way carefully through columns of political articles to find paragraphs about the schools. And have we teachers nothing to do amid the canvass but to stand aloof and see that we take no position which shall antagonize any of our patrons? Have we no interests at stake?

Let us not forget that the legislators chosen without much thought in this time of struggle over greater offices, will have before them them the problems of our school system. The coming legislature will discuss important school law amendments and must determine also what shall be the efficiency of our state institutions. For the next month these prospecting and prospective legislators will be remarkably ready to hear the advice of any one who can talk intelligently about what the next legislature can do for education. If the teachers would set about it now they could have pledges from the candidates that would secure the measures the good of the schools demands.

The patrons who employ us in the schools will expect us to take a front rank in advocating the interests we have in charge. Let us make ourselves ready to show why the State University and the Normal School should be liberally supported, why we should have a more thorough supervision, why we should have a system of state institutes and the why's of many other questions that may arise about our great public school system. Let us especially study the importance of the higher schools of the state that we may be able to influence voters against any man who will not devote himself to their support. Now is the time to fix the opinions of the next legislature upon these all-important subjects.

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EAST INDIAN NAMES.

AT the late meeting of the English Spelling Reform Association, held in London June 21, the President, Dr. Hunter, and Sir Charles Trevelyan described the difficulty which had induced the Supreme Government of India to adopt a phonetic scheme for the spelling of Indian names. Some of these were written by different secretaries in the reports to the Government in as many as nine or ten different ways, owing partly to the different powers of English letters, and partly to the natives using some sounds to which no English letter would normally apply. Of course some of these names were unrecognizable, and one person or place often appeared as two or more, owing to occasionally great divergencies of spelling.

A simple system, contrived by Dr. Hunter, and approved by the Viceroy, was ridiculed at first, but its practical advantages were soon so apparent to the native powers, as well as to the Europeans, as to lead to its full employment within a few years; all of the twelve local governments approving it. Some now express a wish to make it more completely phonetic, by adding letters for certain native sounds.

All Indian literature is likely to be soon published in Roman letters, since this example and authority for transliteration has been set. Even the German Orientalists are publishing the Sanscrit classics in this way, rather than in the German type.

Mr. Alexander J. Ellis remarked that names would be the last thing to be touched at home by this reform. Clapham is pronounced Clap'am (not Claffam), but people would be aghast at the notion of spelling it without the *h*.

The philologists are now the strongest advocates of spelling reform, but have aid from all ranks. Dr. Gladstone said the work was one of immense difficulty, but he had no doubt that a satisfactory conclusion would be attained. It was perhaps rather a mercy that Lord Landon and the Duke of Richmond did not order a royal commission when applied to a year ago.

The secretary of the Royal Asiatic Society said that he was constantly dealing with African, Asiatic, and Polynesian languages, and that foreigners found the most difficulty with the lettering of English. Yet there was no doubt but that English would be the language of the future. German philosophers held it to be the best vehicle of communication the world has ever seen, freed as it was from grammatical forms—declensions, genders, and the like It is full time to take the shackles off it.

The London Spelling Reform Association now publishes a monthly journal which seems ably edited. There is electricity in its articles, and they are all by men of note. It is published at 20, Pater-noster row, London, at two pence per number (fifty cents a year).

THE LIBRARY.

NEW BOOKS RECEIVED.

Literary Studies from the Great British Authors. By H. H Morgan. St. Louis: G. I. Jones & Co. 1880 pp. 440.

"The design of this book is to encourage an acquaintance with the masters of English Literature. To this end the compiler has attempted to present specimens which fairly represent the versatility of the authors, and which illustrate the peculiarities of the several styles."

The work is introduced by a very copious "Index to Authors and Selections," covering fourteen pages. This is a valuable portion of the book, as it contains also references for further readings.

The first selections are from Geoffrey Chaucer, followed by Spenser, Francis Bacon, and Shakespeare. Then follow brief selections from Christopher Marlowe, Ben. Johnson, Beaumont and Fletcher, Philip Massinger, John Milton, etc. The lines of each selection are numbered on the margin of the page, to facilitate their study by classes in schools. At the close of the volume are "Notes," which are especially readable from their freshness and originality. They are concisely written, and limited in extent. A "Glossary" of twenty-four pages closes the volume. The book is handsomely printed, and well bound.

The question of judgment in the choice of quotations must be determined by use and the experience of teachers. From the reputation which Professor Morgan has already won as a critical student of English literature, and his long experience as teacher in the St. Louis high school, there can be little doubt as to the fitness of this volume for use in high schools, academies, and colleges. His familiarity both with the wants and capacities of young men and ladies, and the character and history of English classics, eminently qualifies him to prepare just such a volume as this. It will unquestionably meet a want felt in many schools of higher grade, as there has not until quite recently been any such book to be had for class use.

Elementary Grammar and Composition. Revised Edition. By Thos. W. Harvey, A. M. 16mo. pp. 160. Cincinnati: Van Antwerp, Bragg & Co.

This is a revision of the author's work of the same title first issued in 1869. Part I. consists of lessons in technical grammar, sentence-making, and composition. Part II. cantains a statement of the properties and modifications of the parts of speech, models for parsing and analysis, rules of syntax, and further exercises in composition. Diagrams for mapping sentences are given, in each part. The book is admirably printed, and is adorned with pictures which are skillfully used in composition-making. Those who use Harvey's Grammar will like this little book very much.

We find on p. 119, "Defective Verbs are those which want some of the principal parts. They are *beware*, from *be* and *aware*, *ought*, *quoth*, *quod*, *wit*, and its derivatives, *wot*, *wis*, *wert*, *wist*, *wote*." Does a list of defective verbs belong to an *elementary* grammar? If so, *begone*, *methinks*, *meseems*, and perhaps other antiquated terms should come in, in all their forms. And why not *wotteth*, along with the other obsolete forms? *Wert* is a misprint for *weet*. Such stuff should be left out of little books.

Definitions are often defective or incorrect. "The Synopsis of a verb is its variations in form through the different modes and tenses," etc. Not so; a Synopsis is not the variations of form, but a scheme showing the variations. On the subject of *case* Mr. Harvey plays fast and loose most wonderfully. He says, "Case is the relation of a noun or pronoun to other words." Then a remark says, "the term *case* is also applied to the *form* of a noun or pronoun." Then, "There are four cases." Are these four relations only, or four forms? But the next sentence says "The Nominative Case is the use of a noun or pronoun as the subject," etc. So case was first a *relation*, then a *form*, next it is a *use!* And then, to belie his original definition, on the same page he says, "the Absolute.....case is the use of a noun or pronoun *independent of any relation to other words!*" Heaven preserve the wits of the children who have to learn such stuff!

Life and Letters of Horace Bushnell. New York: Harper and Brothers. Price $3.00.

To the student of life in a broad sense the biography of a man like Horace Bushnell must be an inspiration to new study and to personal achievement. It is undoubtedly true that his positions in theology mark something of an epoch in the religious thought of this century. Born of the old sturdy New England stock, educated in a mode of life which developed the hardiest and most enduring traits of character, Bushnell entered Yale College, at the age of twenty-one, a man already made in habits of thought and living.

He seems to have had a decided leaning toward the legal profession, from which he was influenced by his mother, who, with his paternal grand-mother, exercised a controlling influence over him. But he soon found that his mother had understood what was best for him more truly than he for himself, and he devoted his life fully to the ministry to which he was called.

His subsequent career at Hartford, where he remained during his long ministry, was marked by a constant mental and spiritual growth of character and an out-giving personality rarely equalled.

His marriage was most happy and harmonious. Of his domestic life many very interesting and touching accounts are given in this book. This side of his character is more accurately drawn and more warmly colored, because his biographers are also his daughters, and know whereof they affirm. They are assisted in their work of love by many good friends of Dr. Bushnell, among whom are Bishop Clark, Dr. Bacon, aud Dr. Bartoe.

This good man's death occurred at his Hartford home, Feb. 17, 1876. He had reached the age of 74 years.

Especially of interest to our readers may be the description given of his appearance and individiduality while in college:

"His head, which was of unusual size and broad as it was high, appeared yet larger under its thick masses of black hair, which also served to heighten the ruddiness of his complexion and the brilliancy of his deep-set gray eye. Those who knew him only in later life, when the intellectual and spiritual had eclipsed the physical, can hardly imagine him to have looked as his classmates described him in the vigorous days of his youth. His dress and manners were homespun, not careless, but possessed rather of a certain rude propriety. The self-confidence apparent in his bearing had its root in so much vigor and genuine power that it did not offend. It was, perhaps, fortunate for him that he had not entered college earlier. His growth was not of that succulent kind that ripens early. He resembled rather those hardy northern fruits which mature their rich flavor and mellow their strong fiber only after a long season of out-door air and sun-shine. In full and conscious possession of his very original powers, he was yet probably not in advance of his class in mental training, since his schooling had been of so meager a kind and so often interrupted. But the foundations on which he was now to build were good. He had sound health, a clear conscience, strong home affections, and pure tastes. He loved nature, music, and bodily activity; and deep down was the spring of that religious life which was to make its way under-ground, through the darkness of years, and up into the light at last."

In binding and typography, the book is all that would be expected from the house from which it comes, and it will well bear mechanically what its contents deserve intrinsically, much and frequent turning of its leaves.

LITERARY NOTES.

—Two hundred and fifty of the principals and leading teachers in the St. Louis public schools have asked for the adoption of Appletons' Readers.

—I. K. Funk & Co. have in press a new book by Spurgeon, "John Ploughman's Pictures, or, More of John Ploughman's Talk." It will appear in the cheap "Standard Series," quaintly illustrated. Price, 15 cents.

—The September issue of the *Ohio Educational Monthly* is of double size and contains a full report of the Ohio Teachers' Association at Chautauqua, N. Y., July 7, 8, 9, 1880. Price 15 cents. Address W. D. Henkle, Salem, Ohio.

—Messrs. P. Garrett & Co., Philadelphia and Chicago, have brought out No. 18 of their "One Hundred Choice Selections." These successful volumes furnish a good collection of pieces in prose and verse for use in schools and societies. They are bound in paper covers and sell for 30 cents.

—Number 10 of the *Humboldt Library* contains "The Theory of Sound in its Relation to Music, by Prof. Pietro Blaserna, of the Royal University of Rome, with numerous woodcuts. Price, 15 cents. J. Fitzgerald & Co., 143 Fourth avenue, New York.

—The Subscription News Company, of Chicago, wholesale subscription agents for American and foreign periodicals, have issued the first number of a very neat monthly called *Current Events*. Its aim is to furnish a ready reference record of all important events and facts, classified by subjects. Subscription price, fifty cents a year; three months on trial, ten cents.

—The School Bulletin says of *Quackenbos's Rhetoric:* "Year after year we are asked what is the best rhetoric for practical use, and year after year we have to answer 'Quackenbos's'. Poor, old, thread-bare, scissored volume,

based on an Addisonian style which the world has outgrown, it holds its place from the weakness of its rivals."

—*Appletons' Journal* for October opens with a French story entitled "All Alone," by André Theuriet. It will be completed in two numbers. This number contains articles suggestive to the most advanced pupil. "A Talk about Sonnets," in conversational style, between two friends, gives the best idea of a sonnet we have ever seen, and calls attention to some very beautiful ones. The "Romance of Literary Discovery" is also interesting to a lover of books. The review of Dr. Bastian's "The Brain as an Organ of Mind" enables one to form a very good idea of the value of the book, and is valuable to a teacher, as every good review is, in enabling him to choose carefully when he adds a new book to his own, or the public library. There is also a historic sketch by Alexander Charles Ewald, entitled "A Perished Kernel," full of romantic interest. Often a student of history will have his sympathies enlisted in the study, simply by having his attention called to an interesting article of this kind, so that what had seemed dry and tedious before will become illuminated by this new light, and suddenly made attractive. The Editor's Table is full of good things. We especially like what he says of "A Nation without Homes."

—The *ne plus ultra* in the line of Almanac-Calendars is that published by the Almanac-Calendar Company, of 29 Fulton street, Brooklyn, N. Y. Price, 24 cents. It is made to order for companies, schools, or offices, and contains an epitome of such information as is found serviceable in business or literary offices. Every sheet has, on its reverse side, tables of astronomical, meteorological, ecclesiastical, geographical, political, and miscellaneous information; the sheets being arranged so that they may be turned over upon a patent hinge at the top, and thus preserved for future reference. The exact time of sunrise and sun-set is indicated each day, also the different phases of the moon each month, as well as all legal holidays. The Calendar may hang or stand. It is just the thing for the office of a school principal, or for the assembly room of a school.

—Messrs. Young & Co., publishers, Edinburgh, Scotland, have decided to supply *Young's Analytical Concordance* to American purchasers at nearly cost of paper and press-work. The book will be supplied in twenty parts for $2.65, including postage. It will be printed on heavy paper and from the same plates as the $9.00 European Edition. I. K. Funk & Co., New York, have been appointed exclusive agents in America for this edition.

The *Atlantic Monthly* for October is upon our table. This magazine we regard as our oldest literary friend, since through it we were first introduced to literature of this class in our youth. This number seems to be as good as its predecessors. Constance Fenimore Woolson, in one of her charming short stories, entitled "A Florentine Experiment," introduces us to some pleasant people. The charm of her stories is that the people seem really alive, and to become our friends. Richard Grant White contributes an interesting article on "A National Vice," portraying very graphically the free use of wine, beer, and spirits of all classes, by both sexes and even among people of the highest respectability. The article is worthy of more than a passing thought, since Americans seem to be drifting in the same direction. The "Contributor's Club" is always readable, and always brings to light something worth thinking about. In fact, there is not an article in this number that one would willingly pass over. Two poems are particularly worthy of notice, one, "The Minister's Daughter," by John Greenleaf Whittier, the other, "Last and Worst," by Francis Ekin Allison. The former breathes the spirit of gentleness which characterizes Whittier's poems. The latter records the bitter experience of many a heart in this world.

—Teachers who wish to see an array of arguments against the proposed reform in spelling should send twenty-five cents to the Authors' Publishing Company, 27 Bond street, New York, and obtain a recent publication by E. H. Watson, editor of "The Universe of Language," and author of "Is Our Republic a Failure," etc., entitled "The Spelling Reform Question Discussed." The body of the pamphlet is a republication from "The Universe of Language," to which introductory and supplementary notes have been added. It is interesting reading, though lame in some of its arguments. The absurdity, nonsense, and stupidity of much that is put forth as "reform" in spelling are plainly shown. The worst impediments the true reformers meet with are the publications of certain brainless advocates of their own number —who should be promptly and effectually squelched instead of encouraged by those who do think and reason on the subject.

—Hiram Hadley, who has been known in various connections throughout Indiana and Illinois, has decided to honor a private academy with his name. "Hadley's Academy" will open in Indianapolis this fall, and Hiram will be pleased to receive a share of the public patronage.

CHICAGO NOTES.

CHICAGO INSTITUTE OF EDUCATION.

The meetings of this body are held on the third Saturday of each month. Owing to a misunderstanding or misconstruction of the provision of the constitution in reference to this topic the September meeting, which was due September 18, was adjourned one week and was held September 25. Hereafter the meetings will be held at the rooms of the Board of Education at 10.30 A. M. of the third Saturday of each *Calendar* Month.

The paper of this meeting was the inaugural address of President Howland. He commenced by referring to the High School question. Opposition to high school work in our system of instruction was recognized, and a state of unrest was conceded. The opposition came principally from those who are totally ignorant of high sccool work. Hence the estimate of it by its enimies, was that of the man who affirmed of a landscape photograph that it was a false picture because its prominent features did not exist in the original.

He then spoke of the general effect of public schools on their pupils. While no high school graduate was in jail, the public school system should not be held responsible for the shortcomings of those who failed to avail themselves of its advantages. Its responsibilities should not be exaggerated. The school life is but a small portion of the child's life. The question of truth and falsehood was settled during the first six years of the child's life. While many were in the habit of eulogizing the good old days of the past, at the expense of the present, children now left the schools better than they came to them. Much of the dishonesty which had recently startled the country and alarmed many was to a certain extent involuntary, and brought about by circumstances which would palliate the charge of great moral obliquity!

The particulars in which the effect of school influence was good were stated with fulness and force. The estimate of teachers by pupils was prompt and usually very correct. Hence the competent teacher exerted great influence. The good order that prevailed in the schools produced industry and systematic work. The graduates of the high and grammar schools were fitted for trustworthy and honorable positions and were found in them. The intellectual and moral faculties were not so unlike, that the first can be cultivated without influencing the second very favorably. The failure of the vicious generally came from a lack of discipline external to the school management which failed to secure their submission to school influences. The personal character of the teacher impressed itself with great force and permanency on pupils who were brought sufficiently within its influence. Through this the most valuable moral teaching could best be done. Specific moral teaching at set hours was in its day very rarely a success.

The choice of teachers was held to be a great responsibility. Vast numbers of applicants sought positions from grossly inadequate motives. The non-continuance of the practice of corporal punishment was pronounced a forward movement. It was adjudged unwise to unduly extend school grounds. Pupils should not be *commanded*. It was proper that teachers should know of their pupils' doings in all places, and should make such doings subjects of counsel, censure, condemnation. Teachers should contrive that children should be interested in their school work. Teahers should keep fully abreast with the world's advance. As a solace and comfort outside of school hours, some good hobby-horse was recommended, which should be ridden, however, outside of school and in the abscence of their friends.

In conclusion, Mr. Howland said it was high time to organize the association, and promised his best efforts to make it a success.

The next meeting will be held October 16. Dr. Willard will read a paper on

THE POWER OF THE KEYS,
OR
THE FORMATIVE POWER OF SCHOOL COURSES.

THE SCHOOL-ROOM.

TEACHING PENMANSHIP.

1. The lesson should be prepared by the teacher before coming to the class.

2. Remember that the object of practical penmanship is to produce clear and rapid writing. Work for that result.

3. Do not teach shading until the scholars can form the letters quite accurately.

4. Drill the class thoroughly upon straight and curved lines, right curve, left curve, angle, turn, parallel lines.

5. The correct slant can be easily taught by directing class to write each letter directly under the one above it, so that a vertical line drawn from the top to the bottom of the page would pass through each letter at the same place.

In primary work, let the children, from time to time, write letters from home.

Classes should be drilled to write in concert; that is, each child make the same stroke at the same time. This can be accomplished by counting, or by calling each line by its name; thus, in the case of the *i*, can be said one, two, or three, four, or right curve, slanting straight line, right curve, dot.

When you have drilled your class so that they can keep perfect time, you can render the lesson an attractive one by having the children write to music.

While children are still at slate-writing, the best slates should be retained and exhibited.

The scholars should be allowed, from time to time, to write on the black-board. The best results should not be rubbed off, but, with the name of the scholar attached, remain, if possible, until the next day or longer.

Specimen copies should be neatly written on paper, and arranged so that they can be hung up on the walls. Stiff cardboard will answer this purpose. It can be prettily decorated, and then, by cutting small slits at the right distances, the specimen copies can easily be attached to it.

The best copy-books should, if possible, be sent to the principal each week or month, as a further incentive to do good work.

A large scrap book should also be kept, and, at the beginning of each month, a specimen of penmanship from each child in the class should be inserted as the result of the previous month's teaching. The book should be so arranged that all of the child's work will be together, thus making it an easy task to discover the progress that each scholar has made.

Mark the writing very strictly.

In their other lessons, such as arithmetic, geography, etc., when written, mark the papers for the writing as well as for the subject-matter, and let this mark count in making up the average.

—*M. B. Requa.*

THE USES OF PLANTS.

MARY D. M'HENRY, PHILADELPHIA.

SET the children to thinking about the uses of plants; after allowing several minutes for consideration, ask those who have thought of any to raise their hands. As one by one right answers are given, write them on the board side by side, thus: *Beauty; Shade*; *Food; Building*. Next ask for examples under each; put the names below, till you have several in each column. This will be a nice exercise for the children to copy on their slates, thus teachig them the spelling of many new words.

They might be required to bring in new lists the next day, thereby training individual thought. At this stage of instruction, little lectures on substances from the vegetable world are appropriate and useful. One on Cotton; its growth, and the process of making it into thread and cloth. Another on Wheat; its conversion into flour and bread.

Numberless others can be developed. The following are among the most familiar and instructive: Lumber, Corn, Rye, Oats, Acorn, Apple, Camphor, Pepper, Nutmeg, Cinnamon, Ginger, Cloves, Rice, Cocoanut, Raisins, Figs, Coffee, Tea, Starch, Sugar, India Rubber.

A lecture on coal would be very intereresting if you have samples of the different stages of its formation from the Vegetable Kingdom to the "Mineral;" Peat, Lignite, Bituminous Coal, Anthracite coal,—teaching the names if you choose. In preparing for your lectures, be thoroughly posted upon your subject: make it known, pick out the most striking qualities and points, condense into a complete outline; then use simple language, a fresh, bright manner; showing specimens whenever you can, allowing pupils to handle them; so that some definite impress is made upon the mind through the eye.

These lessons need not interfere with the order of the lessons on "Natural History," but be given at other times, as opportunity occurs.

SAMPLE OF A TALK ABOUT COAL.

Thousands of years ago our world was covered with trees much larger than any we now have. There were no men to build houses or ships from the wood. "What then, you say, was the use of these forests?" Listen:

Bye-and-bye the ocean rose over the land and covered the trees. This killed them; some fell down, others remained standing, and as years after years passed by, they were covered with the sand and mud which forms the bottom of the seas. Then the waters rolled away, leaving the buried trees; the earth over them dried; other trees grew on the world. God made Adam and placed him in the Garden of Eden. More years rolled by,—men, women, and children lived and died, but nobody knew of the buried trees. But God had not fogotten them; He was changing them all this time into something useful for man. At last, some one digging in the ground found a queer, black stone. It looked good for nothing; but, strange to say, they found that this stone would burn, and soon it grew v luable, because so useful to keep people warm in the cold weather. Guess what it was? Coal. Yes, and yet this coal-stone was once a part of a tree, and so belonged to the vegetable kingdom. To what kingdom does it now belong? Mineral. Right. Now, you may see the different kinds of coal. This is peat; it looks something like wood; so does this lignite; but these other pieces you never would have thought were once wood.—*Primary Teacher.*

RATIO OR PROPORTION?

DAVID KIRK,

Dear Sir—In THE EDUCATIONAL WEEKLY, number 164, in the Mathematical Department, under "Ratio and Proportion," in a criticism upon the use of the term proportion, in such phrases as "The man is strong in proportion to his size;" the critic says, "It would therefore be better to say that a man is strong in the ratio of his size." Please inform me what is meant by "the ratio of his size?" The *ratio* of his *size* to what?

In the idiomatic expression, "The man is strong in proportion to his size," are we to presume the writer as assuming a ratio of a man's strength to his size? As ratio is the result of division, and as in division one quantity is said to contain another a certain number of times (the ratio)—must not the dividend and divisor be alike so far forth, as that they may be measured by a

common unit? Now what common unit will measure the *strength* of a man and his *size?* Instead of saying "the man's strength is in the *ratio* of his size" would it not be better to say "the man's strength *varies* as his size?"

Yours etc. A. S. FISHER.

EUREKA, ILL., June 9, 1880.

The criticisms above were anticipated and answered in the article referred to. If one quantity is a function of another, there will be a ratio between them. We may denote the strength of a man by the number of pounds he can lift one foot high in one minute, say 4,000, and his size by 150 pounds, his weight, or 6 feet, his height.

There will be a ratio between the numerical representatives of the elements above mentioned, though these elements are dissimilar. Strength and size are functions of each other, but it would not in general be correct to say that one varies as the other, for such is not the case.

When it is said that a man is strong in proportion to his size, we infer that his strength exceeds that of other men whose size is the same as his. The relation between strength and size, and many other pairs of functional elements will find expression in some way, and the question arisis, which is the better term to use in speaking of two things, ratio or proportion.

THE GEOGRAPHY CLASS.

Two leaders are chosen, who each select in turn until all the players are taken, and are formed in two lines facing each other, a chair for each being placed behind him. The leader on one side calls out some letter, and say "Sea," or mentions some other body of water. The leader on the other side immediately names one beginning with the letter, and each one on his side gives another in rapid succession. If there is a pause, the leader of side No 1 counts ten rapidly, and calls "Next;" the player who calls answers, and he one who missed takes his seat. If a mistake is made by giving a wrong name to the piece of water called for, as by calling a river by the name of a sea or isthmus, or by giving the wrong letter as its first one, and it is not corrected by some member of the same side before the leader of the opposite side calls out "Miss," then all of side No. 2 must take their seats, which counts two for side No. 1.

The leader of side No. 2 requests all his side to again stand in line, with the exception of those who missed, and calls out some piece of land, as mountain, state, county etc., and a letter, which the opposite side answer in the same way, and if every one succeeds in answering to the call, and each one gives a correct reply, without mistake, they score three for their own side The game is won by the side that first scores ten; and as all who have missed must keep their seats until the end of the play, they have abundant opportunity for laughing at the mistakes which are made by their friends. If it should happen that the leader of one side has no one to call upon to stand in line, he is obliged to answer alone; and if he also fails, the victory belongs to the other, even if they have not scored ten.

PUZZLES.

SOME QUEER CITIES.

1. If we saw a certain girl in danger what we should try to do.
2. An ingredient of plaster.
3. A small boulder.
4. A body of water well seasoned.
5. One of the Apostles.
6. An exhortation to a girl to smile.
7. A German boy's name and a weight.
8. An eagle's perch.
9. A girl's name and a Roman garment.
10. A cleansing operation and a weight.
11. A very thin autumnal flower.
12. Harmony.

HISTORICAL ACROSTIC.

1. A renowned Grecian hero, whose adventures and exploits form the subject of a classic poem.
2. The most renowned warrior of modern times.
3. A famous discoverer.
4. A mountain famous in Greek mythology as the abode of the gods.
5. A river upon whose rise and flow the fertility of a great country depends.
6. A man who invented the process of taking pictures by the sun.
7. The country which Columbus expected to find when he sailed on his voyage of discovery.
8. The birth-place of St. Paul.
9. A country which celebrated its millenium a few years ago.
10. A renowned Indian chief, who was killed in the last Seminole war.
11. A renowned English Admiral.
12. The hero of an ancient poem, who was invulnerable except in one place.
13. A Frenchman who assisted us in the Revolutionary war.
14. A people who lived in North Germany, and conquered Britain in the 5th and 6th centuries.
15. An imaginary island represented as being a paradise to live in.
16. The most celebrated painter of the world.
17. An English courtier who threw down his cloak for Queen Elizabeth to walk on.
18. One of the most ancient nations of the world, and the scene of many Scripture events.
19. A place where a memorable battle was fought, with Gen. Jackson as commander.
20. A Jewish king and poet.
21. A famous lighthouse in the English Channel.
22. A body of water which was crossed by a multitude dry-shod.

The whole is the name by which Gen. Grant has sometimes been called on account of a famous phrase which he once used.

—*From The Advance, Chicago.*

"WHAT SHALL THE HARVEST BE?"

To the Editors of the Weekly:

THIS seems to me an appropriate question for each teacher to ask himself or herself. Do we, teachers, as a rule, give as much thought as might be profitably given to what is to be the result of the year's labor, as shown by our pupils outside of the advancement made in their studies? Do we not place too high a value on mere scholarship?

What is the real value of abstract scholarship to society? Shall we, this year, gather more than mere scholarship?

In this connection might be asked what have I done during my vacation that shall give me new strength, a better knowledge of how and why, a freshness and cheerfulness with which to meet my pupils and impart to them the instruction best suited to their development as men and women well qualified for the struggle of life?

Was the harvest good last year? Make it better this year. I have personal knowledge of too many teachers who simply drift with the tide. They have not enough professional pride to cause them to be progressive. Of such I predict their harvest will be cumbered with weeds.

Have we been progressive, growing, reaching out after the light? Have we learned from past experience how to adapt ourselves to the developing child-mind so that we may and shall give it the nourishment needed? Then will the harvest exhibit sheaves of golden grain, the *in*planting (if I may use the word) of truthfulness and a living, active love for the truth and nothing but the truth in our pupils; the development of honest, manly, and womanly character, adorned with purity, virtue and *strength*, the habit of careful, sincere and useful thought; a knowledge of how to use books as sources of information; right methods of reasoning; respect for those in authority; *useful* members of society, rather than ornamental. Our schools should take the material as nature has given it and out of it chisel the grand and noble statue that shall be admmired for the real worth in it.

Such are the results we ought to look for in addition to scholarship in this year's harvest. But what of the teacher himself? He should be a living, active example in all these things. Children are imitative. How many teachers will say in the end, thus it has been?

J. T. MARVIN.

MINNEAPOLIS ACADEMY, MINN.

—Thomas A. Eddison claims in the *North American Review* for October that his system of electrical lighting was from the first all that it was originally claimed to be, and declares that the delays which have occurred to defer its general introduction are chargeable not "to any defects since discovered in the original theory of the system, or its practical working, but to the enormous mass of details which have to be mastered before the system can go into operation on a large scale, and on a commercial basis as a rival to the existing system of lighting by gas."

OFFICIAL DEPARTMENT.

IOWA.—SUNDRY RULINGS.

1. The electors of a sub-district can hold a meeting only on the day fixed by law, and cannot hold a special meeting even for the purpose of voting school house taxes which should have been voted at the regular meeting. By section 1717½, the electors of the district township may hold a special meeting for such purpose, in certain cases.

2. Where proposals for building a school-house have been rejected, if it is desired to invite bids the second time, the same invitations by adveristeme nt for bids must be given.

3. In case of inability to elect a secretary or a treasurer, the incumbent holds over for the next full term, and should qualify anew. See Section 690, Code.

C. W. VON COELLN, Supt. Pub. Inst.

DES MOINES, SEPTEMBER 20, 1880.

THE STATES.

INDIANA.—The Indianapolis public schools opened Sept. 6, with an attendance considerably above that of last year. The high school numbers 630, an increase of fifty above the total enroll nent of any previous year, and an increase of 100 above the enrollment of any one month before. The present building is filled to about its utmost capacity, and it is the purpose of the school board at no distant day to remove the old building and erect in its pla e one with enlarged capacity and all the modern improvements.

Wm. S. Woods has been elected Superintendent of the Seymour public schools.

Madison has come to the wise conclusion that the highest efficiency in the work of a system of any sort can only be secured by having a head, and consequently have elected T. V. Dodd as superintendent of her city schools. Hitherto each separate school has followed out its own sweet will without the interference of a superintendent.

Chas. E. Hewett has been reëlected Superintendent of Knightstown schools. He was dropped last year after several years efficient service and Michael Seiler elected to fill his place. This year Hewett's friends elected their member of the school board and the pendulum swung back.

The institute season has about closed and schools generally throughout the state are in session.

The equation of teachers' wages is a problem that has been occupying the attention of the Montgomery County Institute, and the following communication to the Crawfordsville *Journal* indicates a purpose on the part of the teachers to impress their views upon the trustees by a little justifiable bulldozing.

TEACHERS' WAGES.

To the Editor Saturday Evening Journal:

The County Teachers' Institute which was held here last week, appointed a committee to prepare an address to the County Board of Education relative to the wages of teachers. The committee waited on the Board at their regular semi-annual meeting last Monday, and submitted their address. The teachers asked that the Board fix some basis for the wages of teachers which would be fair and equitable to all. That the teacher might be paid according to his merit and the size of his school, the teachers suggested the following plan: From the general average of teachers' license subtract twenty-five, multiply the difference by three and to the product add a sum equal to the average daily attendance at school, and the result would be the number of cents the teacher would receive per day. In support of this plan the committee showed that as the teacher is now paid, one who holds a certificate with a general average of 75 per cent gets as good wages as one who has 84 per cent, or one who has 85 per cent as good as one who has 94, the unfairness of which can be easily seen. They proved also, by the report of the State Superintendent, that all of the counties adjoining this pay their teachers more per day than Montgomery county. That there are but twenty one teachers in the county who hold a first-class certificate. Of these fourteen are in the city or incorporated towns. The reason of this is that our best teachers go to other counties where pay is better. They also showed that in Union township last year, there were thirty-six teachers employed at a cost of $66.95 per day, and that if they were paid according to the suggested plan, the Trustees would have paid but $71.62, or but $4.67 more per day. The reason that the wages would have been a little more is because the majority of the teachers employed in Union township last year held a grade above the average. Of the thirty-six employed, twenty-two had a grade above 85 per cent, and none below 71 per cent. But these arguments and many more equally forcible fell as light weights upon the heads of the trustees. One of the members of the Board moved the adoption of the plan, but the motion was lost for the want of a second. By this act the trustees of Montgomery county have totally ignored the prayers of 200 teachers of this county. Their acts clearly show that they are not willing to pay better wages for first-class teachers. It shows that they are afraid that the number of first-class teachers in the county will increase and that they will therefore have to pay better wages, and therefore [illegible] third and fourth class teachers at [illegible] now the question comes up, is the teacher of this county to be thus totally ignored? The teachers hold the balance of power if they will, and they can use it, too. There will be elections in this county in the future and the teachers will not forget it. If the Trustees are not asking favors at the teachers hands now, they may in the future and they may ask it in vain, too.

TEACHER.

ILLINOIS.—Freeport Seminary, J. W. Troger, Principal, is in a very prosperous condition, and its attendance is increasing daily.

The Ottawa *Republican* in Mr. Boltwood's department has paid its *dis*respects to the cheap schools that propose to save "half the time and three quarters of the expense of a thorough and complete collegiate course." We forbear remark.

"Prof. McMinn and lady" is the way the Paxton papers say it. We have no particulars.

Sup't D. R. A. Thorpe of Ottawa was "caned" at the Fifth Ward building near the close of the school year. The teachers did it and the cane was a gold-headed one.

The Educational Hall at Bureau county fair grounds is a neat wooden building 26 feet by 40 feet. Over it floats a burgee four feet wide and ten feet long with a white ground and red border bearing, in black letters, the words "Our School." The chief expense of building has been met by contributions from the schools.

At the close of the last school year, Milledgeville, Ill., gave a banquet in honor of the village school principal, Mr. J. H. Grossman.

Fairbury is proceeding to replace the school building that was burned some time ago, by erecting another at a cost of about $13,000. The school will rent a hall until the new building is ready for occupation.

"The Freedom and Serena Teachers' Club" is an organization in LaSalle county, with E. A. Ferrin as leader. Classes are formed to prepare a regular lesson for each meeting. Teachers thus earnestly seeking to improve deserve abundant success.

W. S. Mills, former school principal in Joliet, has removed thence to New York City, where he will engage in the study of law.

At the close of last year's school, Mr. Jenkins of Mendota was the recipient of a valuable present of books from his school and his graduating class. The pupils showed good taste in choosing a plain outside and a valuable inside.

The high school library at Wilmington was open for exchange of books every Saturday afternoon during vacation. We know some libraries that are a dead investment during that time.

Mr. Hendricks of Rock Falls has been visiting Kansas, and Mr. Bayliss of Sterling spent part of his vacation in Iowa.

We said something in June about having before us the neatest high school program we have ever seen. Since receiving the program of Blackstone school, Mendota, we feel called upon to give the remark a new application.

Augustana College, Moline, proposes to pay more attention hereafter to the teaching of the English branches and has arranged to accommodate two rhundred and fifty students.

The high school has been abolished at East St. Louis. This is what might be expected in a place so demoralized in government as that has been.

Macon County institute *honored* the various presidential candidates with a equest for their autographs. Neal Dow sent a postal card, Gen. Hancock enclosed his in an envelope and Gen. Garfield sent a package of written cards for distribution. The request reached Gen. Weaver about the time of the Alabama election and he has not been heard from.

Monticello schools enroll 200 boys and 190 girls.

Principal Clendenen of Bement has prepared a new course for the high school. The first year is eighth year grammar school work and the remaining three years contain the usual high school studies with Latin optional.

Co. Supt. Armstrong now conducts the "Educational" column of the *Paxton Record*. He invites his teachers to contribute short articles *and they respond*.

At the September meeting of Decatur teachers Supt. Gastman called for the reading of the WEEKLY'S late article on school superintendents. The hits of the writer were well enjoyed by all.

The Jerseyville papers remark Prin. Pike's rotundity at the opening of the school year. The reason for his robust health is he has made Decatur his summer resort while writing on the forthcoming history of Macon County.

Paxton Collegiate and Normal Institute dedicated its new building Sept. 14 We notice in the list of those who sang the name of Mrs. Dell Sample, *nee* Cook. Nearly half a dozen speeches were made and the financial report was read. Messrs. Taylor and Brooks have furnished $2,500 and scholarships and donations have raised $2,800, leaving an indebtedness of only $725.

M[illegible] E[illegible], a former teacher in Peoria public schools will this year

be one of the noted Helen Potter "Pleiades." When the company visit Illinois the "Sucker" school teachers can see with the noted *school marm* reader a *school marm* singer who is destined to become noted.

We have learned of institutes during the past vacation in fifty-five counties of Illinois.

Peoria school board not being officially notified disregarded the action of the board of health forbidding the schools to open before October. The scarlet ever is abating so that nobody objects greatly to the opening of the schools.

O. S. Cook, the well known Chicago agent of Chas. Scribner's Sons, has been nominated to represent Cook County's second senatorial district in the lower house of the state legislature. The towns of Lake and Hyde Park are in his parish and they could not do better than send him to represent them. Should he go to Springfield next winter, the schools would be sure of a "friend at court."

T. J. Vance is the new principal at Mackinaw, Tazewell Co.

We take a few items from the report of the September meeting of Galesburg school board. Miss Emma A. Dunn, of the High School, resigns to accept a place in Knox Academy.—The board adopt resolutions of regret at the death of one of their teachers, Miss Myrta P. Maclay. They rescinded a former vote providing an extra teacher for music.—They vote to allow announcement in the schools of a private school for German.

Ottawa Township high school opens with an enrollment of 195 pupils. Among the improvements of the vacation are chairs for the assembly room and Napier matting for the corridors.

WISCONSIN.—Extensive improvements are in process at the State University. An addition is being constructed on the east of the Washburn Observatory, as large as the original building, and of a similar style of architecture. It will contain Professor Watson's library and computing instruments, while a reception room and a computing room will be the special features. A similar extension of the west end will be constructed next year. A small observatory, purely for class instruction, has been erected across the carriage drive northeast of the main structure. Prof. Watson is erecting at his own expense, at the foot of the first slope in front of the entrance to the Washburn Observatory, the Watson Solar Observatory, a novelty in astronomical investigation. This is upon the theory that stars can be seen at noon-day from the bottom of a deep well. Of this the *State Journal* says further: "A cellar twenty feet in depth has been sunk, below the surface of the ground, at the bottom of the slope; over this, a fine stone building is being erected. At the top of the hill, which is about sixty feet above the bottom of the cellar, powerful reflectors are to be placed, to throw rays of light down a large tube which ends in the cellar, where the observer will be stationed. This method of mirror reflection is an invention of the Professor's, pure and simple, and is the result of extended individual experiment. It is thought that by this means, which is in effect the same as gazing at the heavens through a telescope located in the bottom of a well, observations of the sun and its vicinity can be taken, better than ever heretofore obtained. This experiment of Prof. Watson's is entered into, because of his strong desire to learn more about the inter-Mercurial planet Vulcan, the existence of which he has no doubt of, being particularly confirmed in his opinion by an observation made two years ago, during the total eclipse of the sun. If at all successful in his experiment, the Professor will no doubt discover other planets in the neighborhood of the sun, wholly unknown to present astronomy. It will cost, exclusive of any instruments or internal fittings, nearly $3,000.

Ira Buell, of Geneva, has gone to Alabama, to teach in the Talladega College.

Prof. Rockwood, of Whitewater, was advertised to speak at the Republican wigwam in Milwaukee last Saturday night.

Prof. J. H. Terry has been principal of the Mineral Point high school fo five or six years, and is more popular there to-day than ever.

Prin. A. R. Sprague, of Black River Falls, this year delivers the Annual Address at the Jackson county fair.

MINNESOTA.—The St. Charles schools opened with 248 pupils. There are five teachers, namely: Prof. D. Stewart, Miss Landers, Miss Buck, Miss Clarkson, Miss Lathrop, Miss Sheldon.

There were 1,239 pupils enrolled in the Winona public schools the first week of this term; 85 of these were in the high school.

MICHIGAN.—The Military Academy began its fourth year Wednesday, Sept. 15. 82 cadets are enrolled coming from eight states and from Ontario. The plan of the school is after that of eastern military schools. The instruction is thorough in English, the sciences, and the classics, so far as preparing for the leading colleges is necessary. The State University admits graduates from this school without further examination. Especial attention is given to "the three R's." The teachers have all had experience in their work, and are up with the times in every way. The officers and instructors are: Superintendent, Col. J. S. Rogers; Assistant Superintendent and Quarter Master, Capt. R. Catlin; Commander of Cadets, Lieut. G. R. Cecil, U. S. A.; Instructors, W. H. Butts, F. E. Clark, W. H. Scott, H. J. Rice, C. G. Muller.

The attendance at the Quincy high school goes beyond all precedent in that place; there are already 62 pupils enrolled, of whom 30 are non-residents.

The editors of the University *Chronicle* have decided to appropriate a portion of their funds this year to the construction of a gymnasium for the students. All alumni are urgently invited to send in their subscriptions. Price, if paid before Dec. 15, $2.00.

One hundred ladies took part in school meeting at Manistee.

Bay City gives a school census of 5,411, being an increase ouer that of last year of 1,200.

Grand Traverse College, at Benzonia, has a new President in the person of Professor Maltby, of Ohio.

The Cheboygan schools enrolled 420 pupils the first day of the current term, against 350 at the beginning of last year, being an increase of 70.

Marshall has reduced the course of study pursued in its schools from 13 years to 12 years, making it thereby conform to the standard grading in the city schools of the state.

Prof. Mitchell, of Saline, is to take the principalship of the Napoieon public schools, at a salary of $600 per year.

400 pupils in the L'Anse schools. C. H. T. Atwood is principal, assisted by P. R. McKernan, Miss Teckla Guck, Miss Ella Curtis, and Miss Annie Welsh.

I. A. Bassett is principal at Michigamme.

The *Michigan School Moderator* is announced from Grand Rapids. The first number will appear about Oct. 4. To be published by the "Moderator Co." Further particulars are not yet known. Too much can not be written and published in the cause of education. If this coming journal can add impetus to the good work, we say success to it.

Prof. W. S. Webster is principal of the Union School at Ovid. He is doing good work at that place.

Prof. L. C. Hull, principal of the Coldwater high school, availed himself of the opportunity offered by a holiday in the schools, to visit the schools of Grand Rapids and Battle Creek. Mr. Hull is one of the very best of the many good teachers sent out by the University.

Prof. M. J. Whitney continues as Superintendent of schools at Houghton. Prof. E. M. Russell is superiniendent at Lake Linden.

Mr. E. T. Curtis has entered upon his ninth year as superintendent of schools at Calumet, with a corps of twenty-eight teachers. C. E. Lowrey remains iu charge of the higher department.

Frantz H. Coe, class of '79, University of Michigan, is principal at Phoenix; Miss McNaughton has charge of the intermediate department.

H. M. Slauson, University '77, is principal at Clifton. Miss E. L. Keeney, late of Adrian public schools, has charge of the primary department.

The following graduates of the Normal School, class of '80, have received appointments: C. T. Strawn, Plymouth; S. F. Stuff, Bellville; W. D. Clisbe, Birmingham; C. H. T. Atwood, L'Anse; J. N. Mead, Franklin, Minn.; M. W. Smith, Dowagiac; G. A. Shartan, Farmington; Blanche Cudworth, Manistee; Carrie Calkins, White Hall; May Castle, Au Sable. The highest salary paid to a gentleman i. $900; to a lady $450.

The University.—Minister J. B. Angell is announced to have taken charge of the legation at Peking, Aug. 16.—From present indications there will be 100 students in the dental department this year. About 265 applied for admission last week.—At the recent meeting of the Board of Regents, Regent Van Riper was authorized to visit Chillicothe and ascertain the facts in regard to the bequest to the University, said to have been made by Mary Porter. May this be the forerunner of such a series of legacies as has made Princeton College so powerful.

Dr. Cocker is expected to return from Europe Oct. 1.

Prof. M. McVicar, Ph. D., LL.D., who has accepted the position of principal of the Normal School, was chairman of the Executive Committee, for 1879-80, of the International Society for Investigating and Promoting the Science of Teaching.

There is a Kindergarten school at Charlotte.

At a late institute held in La Porte, Ind., Supt. Houseman, of Muskegon, gave some excellent lectures in experimental science. The apparatus was of his own construction, inexpensive yet efficient. The lectures were extremely valuable as showing what ingenuity can do in the way of illustrative teaching with only the facilities which the common schools afford.

Mr. E. L. Briggs, the highly successful principal of the Ridgeway public school, has entered the University and will take the courses in the science and art of teaching with advanced work in mathematics and Latin. A worthy example for others to follow. Higher literary and professional preparation on the part of teachers is the most imperative demand of the public school system of Michigan.

Miss Mary B. Putnam, daughter of Prof. Daniel Putnam of the Normal School, Ypsilanti has been engaged to teach in the Battle Creek high school.

Mr. Ernest Eggers, formerly of East Saginaw, and Tecumseh, has charge of two French and four German classes in the Grand Rapids high school. Mr. Eggers is one of the rising teachers of the state.

The Agricultural College has 264 students.

OHIO.—From the *Ohio Educational Monthly* we learn of the following appointments: Crestline high school, J. H. Snyder; Monroe, J. P. Sharkey; Pemberville, W. R. Barton; New Lisbon, G. W. Henry; Ashland, Emma F. Potter; Bloomingburg, Roscoe Stinson; Hartford, James Leech; Plain City, C. S. Wheaton; Van Wert, D. R. Boyd; Doylestown, W. H. Rowlen; Mansfield, Miss M. W. Sutherland; Loudonville, D. Torbert; Glendale, R. H. Whalen; Monroeville, H. F. Derr; Delta, H. E. Blake; Napoleon, C. W. Williamson; West Liberty, P. W. Search.

A somewhat novel teachers' institute was held in Chillicothe Sept. 6–10. It was composed entirely of women, save only Sup't Richardson and the Principal of the colored schools. The former had secured a grant from his School Board for a city institute, and telegraphed to Mrs. Kate B. Ford, who, with her husband, Capt. H. A. Ford, had assisted in the county institute at the same place a few days before. She responded, and, with the distinguished Mrs. Delia Lathrop Williams, now of the Wesleyan University at Delaware, constituted the corps of instruction, Sup't R. giving an occasional exercise. The institute was very well attended throughout, and was considered highly interesting and profitable.

Professor and Mrs. E. M. Avery, also of Cleveland, formerly of the city Normal School, conducted for four weeks the annual institute in Ashtabula county, and so highly pleased the teachers and community of Jefferson, where the meeting was held, that they were engaged for next year. They were also engaged at the Gallia county institute, in Gallipolis, the last week in August.

The enrollment at Columbus for the first week of the present year is 6,434, against 6,157 for the corresponding week of last year—an increase of 277. Superintendent Stevenson holds grade meetings at his office at the close of each day's session, beginning with the teachers of the lowest primary grade. A Saturday Normal will also be regularly held at the high school, as soon as necessary changes in the several classes of the school have been made.

The *Educational Monthly* for September contains the transactions, with essays and addresses in full, of the State Teachers' Association at Chautauqua last July. They make a pamphlet of more than usual interest and value.

Mr. Jas. Burrier, for the past three years superintendent of the schools at Hanover, has gone to Boston to spend the coming year in hopes of regaining his health.

Mr. T. J. Sanders remains for the third year in charge of the schools at Edon, Williams Co. Mr. Sanders is one of the leading men in his profession, in the north-west part of the state.

Mr. W. A. Saunders, of Camden, Mich., is superintendent of the schools at Montpelier, Williams Co.

Mr. Arthur Powell, of the class of '80, Oberlin, was elected superintendent of the schools at St. Paris on the one hundred and seventy-eighth ballot.

Mr. A. J. Potter, of the last class, Michigan University, is principal of the grammar school, Worthington.

Miss A. V. Johnston, of '80, O. C. N. S., takes charge of the intermediate room of the Worthington schools, in place of Miss Parks, who resigned for a better place in Delaware.

Mr. Wm. H. Tibbals, for the past year instructor of mathematics and languages in the Ohio Central Normal School, was invited to take the superintendency of the public schools of Worthington for the coming year. He accepted, and entered upon his new duties September 6.

Mrs. Alice Woodward, of Paris, Ky., becomes one of the teachers in the Ohio Central Normal School.

Mr. Fred. Anderegg, of '80, O. C. N. S., takes charge of the schools at Ragersville; and Mr. L. D. Ellis, of the schools in a district a few miles south of Columbus.

Miss Mary Case, for a number of years teacher of drawing in the O. C. N. S., has gone to Ann Arbor to enter the University.

The friends of Oberlin will rejoice to know that she enters upon this year with exceedingly cheering prospects. On the 30th of June, the last of the pledges for the $150,000 addition to her endowment, were secured.

The following resolutions were passed at the recent meeting of the Ohio Teachers' Association;

Resolved, That this Association regards the establishment of a thorough system of professional instruction and training for the teachers of Ohio as of the very first importance; and that this system should be commensurate to the wants of the schools, and the dignity of the profession.

Resolved, That there be a committee of five leading teachers or superintendents appointed by this Association, whose duty it shall be to present a plan for institute and normal school work, that they use all laudable efforts to secure an immediate recognition of these educational claims in our next general assembly, and that they enlist the sympathy and co operation of local associations, boards of education, and people generally, in behalf of this measure.

Resolved, That the State School Commissioner be chairman of this committee, and that the following named persons constitute the other members; Hon. T. W. Harvey, of Painesville, Ohio; Dr. Samuel Findley, Akron, Ohio; Dr. John Hancock, Dayton, Ohio; and Dr. E. T. Tappan, Gambier, Ohio.

IOWA.—The opening of the public schools of Columbus Junction was postponed two week on account of the prevalence of diphtheria.

Charles N. Hunt is the new principal at Onawa; salary, $1,200.

The Iowa City *Republican* is made interesting to teachers by the excellent editing of the Educational and Literary Department, by Prof. L. F. Parker.

Pres. Pickard lectured during vacation before the state institutes of Montgomery, Page, Taylor, Scott, Cedar, Bremer, and Johnson counties.

Professor Fellows lectured in Oskaloosa twice, Wapello twice, Knoxville three times, Chariton eleven times, Burlington five times, Toledo three times, Marshalltown once; in all thirty-two times.

Other members of the University faculty were engaged in similar public work, which speaks well for them and the institution they represent.

The Mt. Pleasant *Free Press* grows enthusiastic over the excellent condition in which the editor found the schools under the the management of Principal Hunt, on the occasion of a recent visit.

Mrs. T. F. M. Curry and two other teachers in the Davenport high school have petitioned the Board of Education for permission to read the Scriptures in school each morning, claiming that the Iowa code gives them the privilege.

The University opens up splendidly. The Collegiate Department registers about eighty new students, and more are coming. This is as large an enrollment as when the Preparatory Department existed. The Freshman class now numbers sixty, and will still be larger.

At the last session of the Iowa Conference of the Methodist church an unusual degree of enthusiasm was manifested in planning for the welfare of the I. W. U. Rev. J. T. Simmons as agent reported that during the last year between eleven and twelve thousand dollars had been secured to add to the endowment of the university. He was continued as agent for the coming year and instructed to work for ten thousand dollars for the chair of didactics. There is going to be quite a general recognition of the present flourishing and very promising condition of the college.—*Mt. Pleasant Free Press.*

OPINIONS OF EDUCATORS.

EDUCATION OF THE TEACHER.—Viewed in the light of what is required at the hands of the teacher, his *professional* education includes:

1. A special training in those branches of science which he expects to teach, together with such other subjects as have a direct bearing upon them, and a knowledge of which would increase his professional skill.

2. A careful study of those subjects which underlie the science of education, and is likely study of the science itself.

3. A study of the art of teaching in its relation to the science of education, proved by actual training in the school of practice.

To secure an intelligent training in any one of these three lines of culture, from the very nature of the case, requires instruction in subject-matter. To accomplish the desired end otherwise is out of the question.—*G. L. Osborne*

A GRADED SCHOOL.—A Graded School is one which employs two or more teachers in the same school, during the whole or part of the school year. A school which employs but one teacher, though his scholars may be strictly graded, and though he adheres to the same course of study that the other schools of the system follow, is, in the eye of the law, an Ungraded school. But a high-school which receives the graduates of other schools of the same system, if it be classed as a separate school at all, though it employs but one teacher, and though it has no well-defined course of study, should be designated as a Graded School.—*Supt. W. W. Speer.*

THE SCIENCE OF TEACHING.—While there is evidence of a general improvement in the study of the science of teaching, I must frankly state that some of the schools do not yet seem to have passed that low stage in this department of instruction where opinions are given for principles, and loose popular lectures take the place of rigid, systematic inquiry into fundamentals. No one should undertake to teach the science of teaching, who can not devote his whole time to it, who is not well acquainted with the systems of education and their history, who is not thoroughly versed in the philosophy of the human mind and man as a whole in all his relations, and who has not made a special study of child-growth from the cradle upwards.

—*Hon. J. P. Wickersham.*

GOVERNMENT AID FOR EDUCATION.—I have a hobby which I have talked on of late, that in this period of universal prosperity, with the most prosperous government on the globe, we might inaugurate a new policy on one important subject. Iowa need be told as little as any state that knowledge is power. Where universal suffrage prevails there must be universal education. But why say this to Iowa, because this country is all tied together, and the ignorance of one section is detrimental, or perhaps even dangerous, to the others. There should be everywhere free schools that will fit every man to vote. Mere voters are simply powder and ball for demagogues. Let means of education be provided by the General Government. You say why shall not Maine and Georgia take care of their own educational matters and not put it on us? This has some force as an argument, but there is another side. There is much for the General Government to do before some of the states can educate themselves. The people who have never known the benefits of education are those who never will until it is brought to their doors. Some sections of the country never had any education. We have cast on the colored people of the South the duty of citizenship, and we can't complete that great work until we give them the means of becoming educated.

—*President Hayes.*

THE OLD, OLD STORY.

ALFRED HENNEQUIN, M. A., University of Michigan.

Let us not be Germans, but, believe me, let us give their educational systems serious consideration."—GAMBETTA, (*Cherbourg Speech*).

THERE is considerable truth in the very common saying that "it was the German school-master who defeated the French armies in the war of 1870." And so thoroughly do the Germans believe in this, that educational questions are receiving just now, in Germany, greater attention than ever, "in view of a possible attack from over the Rhine, or from some other quarter." The latter portion of this quotation must refer to Prussia, seeing that the study of the Prussian tongue has just been introduced in the German public schools. This will make four modern languages taught, at one time, to mere children, in addition to Latin and Greek. The German scholar enters the gymnasium—our high-school—at the age of twelve, having already studied the ancient languages two years. If we believe in classical training, we must admit that the German scholar is, in that respect at least, two years ahead of our American boys and girls. He begins the study of French and English the first year of his gymnasium course, and pursues this study for a period of *six* years, merely as a college-preparatory course. Meantime the study of the mother tongue is receiving the greatest attention, and is pursued not only practically, for purposes of every-day-life; but also philologically. If we compare our high school courses in foreign languages with those of the German gymnasium, we must again admit that the German scholar is at least *five* years in advance of our American scholars; and as a student of his own mother tongue, it is conceded by all that he is far more thorough than most of our *college* graduates in theirs.

Why this extensive study of languages, both ancient and modern? Merely because experience has proven that more practical advantages can be derived by the student, without any further help from school or teacher, when once he has mastered four or five languages, than with *a little of this or of that*, as proves to be the case in most of our academies and high schools. And yet, however plain these same advantages must appear to us in this country, if we only take the trouble to look about us, we do not pay any considerable attention,—with one or two exceptions,—to this important study, not much more so in our colleges than we do in our schools. The English language we pretend to study several years; but a high school graduate knows little or nothing of the language, aside from some practical knowledge obtained as much, if not more, at home than in the school. How much does a high school graduate know of the word-formation in the English language? How many understand, and can apply the simple theories given in Swinton's "Word Analysis?" As for the actual historical grammar of the language, it is a dead letter to most of our American students, whether graduates from our high schools or from the majority of our colleges.

In this country Latin is studied four years, in Germany *eight*; Greek two or three years, in Germany *six*; French ONE year, in Germany *six*; German ONE year, in Germany English SIX;—all the above merely for college preparation. Should the scholar enter a University, the same languages can be studied three or four years longer.

It is a fact that modern languages are in disrepute in this country, but I am inclined to believe that it is merely because they are not taught in a professional manner. No one will deny that a doctor, for instance, in cities crowded with strangers, as Chicago is, would have far better chances of success, were he to speak German and Swedish. But where is the American scholar to learn these languages? It will certainly not be in the one year's course in the high school.

But why enlarge on this point? It is the old, old story. When the *absolute* need of foreign languages will have made itself felt in this country, then, and then only will they occupy the rank they deserve in our schools and colleges—"*qui vivra verra.*"

WORK FOR THE WEEKLY.

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The following select list is specially recommended to teachers, though any other books may be ordered.

Wedgwood's Topical Analysis,—C mmon School Branches,	$ .50
Grube's Method of Teaching Primary Arithmetic,	.30
The Common School Question Book,—for teachers' use,	1.50
Lancaster School Mottoes—12 cards, 30 mottoes,	1.10
Recitation and Report Card Combined—per 100	.50
Wickersham's School Economy,	1.50
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Primary Fridays,	.25
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Lippincott's Gazetteer,	10.00
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Educational Publishers, Booksellers, and Printers.

—A Detroit boy propounds the awful query: "Which had you rather do be eaten up by a tiger, or have all the maple sugar you can swaller?"

—After a sharp flash of lightning, the other day, a little five-year-old Essex Vt., boy looked up to his mother and said: "Mamma, I guess God scratched pretty big match that time; don't you?"

S. S. HALDEMAN, A. M., LL. D.

THE sudden death of this distinguished scientist and scholar, at his home in Chickies, Pa., September 10, sent a thrill through the hearts of all his comrades throughout the country. Only a few days before he had returned home from attending the annual meeting of the American Association for the Advancement of Science, in Boston. His death was caused by an affection of the heart.

Professor Haldeman was born in 1812, and was therefore 68 years of age. While a boy he turned his attention to natural history, and collected a little museum of shells, minerals, birds, animals, etc. He entered Dickinson College and there devoted particular attention to the study of geology. In 1836 he was chosen an assistant in the New Jersey Geological Survey, and the following year held a similar office in Pennsylvania, and prepared a report on the geology of a section of that state, which was published in 1837. While engaged in this occupation he discovered the *scolithus linearis*, the oldest fossil then known. In 1851 he became Professor of Natural History in the University of Pennsylvania, in 1855 in Delaware College, acting also as a Professor of Geology and Chemistry in the State Agricultural College, and subsequently he became Professor of Comparative Philology in the first named institution, when that chair was first established, and filled it continuously up to the time of his death.

During his life he published many works, the first being on "Fresh Water Univalve Mollusca," in 1840, now out of print; the book is very valuable—the last copy sold bringing thirty dollars. In 1842 he published "Zoölogical Contributions;" in 1847 a work on the "Genus Leptoxis," in French, while on a visit to Paris; in 1849 he issued his first philological work, entitled "Some Points in Linguistic Ethnology," and from that date he became recognized in the scientific world as one of the leading philologists not only of this country, but of the world. In 1850 he published a work entitled "Zoölogy of the Invertebrate Animals"; in 1851, "Elements of Latin Pronunciation"; in 1855 he edited "Taylor's Statistics of Coal"; in 1856 a work on the "Relations of the English and Chinese Languages"; in 1864 he issued a work on the game of chess, under the title, "Tours of a Chess Knight"; in 1868 the "Rhymes of the Poets", under the *nom de plume* of "Felix Ago"; in 1871 he issued a work on "Affixes to English Words", and in 1877 his last work, entitled "Outlines of English Etymology".

Professor Haldeman left in manuscript a work on "Word Building", which is ready for the printer; a work on "English Prosody"; a mock heroic poem entitled "Rat and River—a Tale of the Ohio"; and another poem of the same kind entitled "Flight of the Fishes".

In addition to these works he has contributed probably a hundred and fifty papers on various scientific subjects, which have been published in the Proceedings of the American Association for the Advancement of Science, the American Philosophical Society, American Philological Association, Academy of Natural Sciences, and many other learned societies of which he was a member. Our readers will remember the critical article furnished the columns of the WEEKLY by him last spring on the subject of Latin Pronunciation.

Professor Haldeman was the first editor of the Pennsylvania *Farmers' Journal*, a contributor to *Silliman's Journal*, the *Iconographic Encyclopedia*, the *Literary World*, and *Johnson's Cyclopedia*. To the latter he contributed many of its most valuable articles, among them those on Metre, Norman French, Participle, Particle, Pennsylvania Dutch, Pronunciation of Greek, Pronunciation of Latin, Prosody, Quantity, Rhyme, Rhythm, Roman Arithmetic, Scotticisms, Verb, Vowel, Word. He was the author of two or three manuals of orthography, pronunciation, and etymology, and his treatise on "Analytical Orthography", consisting of investigations into the philosophy of language, secured for him in 1858 the highest Trevelyan prize over eighteen competitors. He also wrote the zoölogical portion of Trego's "Geography of Pennsylvania" (1843) and Rupp's "History of Lancaster County" (1844).

He was held in high esteem by scientific men in all parts of the world, and was a member of all the leading societies in this country and in Europe. He was also an ardent advocate of the reform in spelling, and was vice president of the national association having that object in view.

In 1870, the *New York Tribune*, in its report of the meeting of the American Association for the Advancement of Science, divided those in attendance into five classes, and placed Professor Haldeman in the first class with the late distinguished Agassiz and others of equal eminence. It says, "The first class consists of acute, profound, and professional scientists, of which Prof. Agassiz, T. Sterry Hunt, and S. S. Haldeman are representative examples. They are authors. . . . . They are travelers, explorers, and men relying upon personal observation."

The Marietta (Pa.) *Times*, from which we have gathered the above facts, says further respecting him:

"Those who will miss him most, outside of his immediate family, are hundreds of persons interested in scientific matters, who appealed to him for information, which he always gave willingly and cheerfully. He was constantly receiving letters of inquiry, in regard to matters the whole scientific world knew he was familiar with, and gave as cheerfully to the inquiring student as to his peers in knowledge. It can be said of him that his scientific work embraced more branches than that of almost any of the eminent scholars of the day, and he was never satisfied with merely acquiring the knowledge others before him had discovered, but he was a discoverer and an explorer himself, and gave to mankind a vast amount of information which they knew not before. Prof. Haldeman's name will always live, and his works will be appreciated for ages to come. . . . . His private life was spotless, and his character was without stain. Possessed of ample means, he lived in a modest way under the shadow of the great rock at Chickies, constantly doing good. . . . . He was a kind husband, and an affectionate father, and the hundreds of the poor and needy who are the recipients of his bounty will remember him, with a host of friends, for his many deeds of mercy and genial manner.

LIVE, LIVE IN TO-DAY.

The past is behind you, its victories won;
The future before you, its triumphs to come;
The present is here to enjoy while you may;
Let this be your motto: "Live, live in to-day."

If the past had its burdens, why, just let them go;
Why care if the future bring sorrow or woe?
Don't fret in the present, be happy and gay,
And sing with a light heart, "Live, live in to-day."

The present may have its own weight of care,
But there's One who has promised your burdens to bear;
Think not of yourself, but do good while you may,
And show others 'tis best to "Live, live in to-day."

Who knows if the future holds laughter or tears?
What though in the past you've wasted the years?
You still have the present, work, work then I say,
'Tis better by far to "Live, live in to-day."

The past may affright you with darkness and gloom;
The future may promise you great good to come,
But the present is yours; in its sunbeams bright ray,
Enjoy every moment, "Live, live in to-day."

—The Eastern question loses none of its interest by the continued postponement of decisive action on the part of either the Porte or the Powers. The Albanians are entrenched at Dulcigno and so far seem to be masters of the situation. The international fleet lies quietly by, consisting of 20 vessels, manned by 7,300 men, and carrying 136 guns. Risa Pasha, the Turkish commander, is said to have private orders to resist Montenegrin occupation of Dulcigno, though at the same time it is left entirely to his discretion whether or not to prevent the Albanians from interfering. The foreign consuls at Scutari and Dulcigno have been warned to remove their families to a place of safety. The naval demonstration is now postponed till the Christians can leave Dulcigno, as a massacre is feared. The Sultan now insists on the Powers simultaneously recognizing a new frontier line from Lake Scutari to Dinosch before Dulcigno is surrendered. A combined blockade of the Dardanelles by the Powers is threatened.

—The political campaign in this country is every week increasing in interest. The reverse of the first announcement of the vote in Maine has fired the Democrats and encouraged their opponents, who are now acknowledged victors in the contest for governor, by a majority of about 200. They also have a majority of the legislature. The struggle is now in Indiana, and each party is exerting its best energies to win. In Maine, however, the returns are so uncertain, the reports by mail differing somewhat from those sent by telegraph, that both parties claim the victory, and will continue to do so till January, when the Legislature will meet and the official returns will be opened. This will prolong the discussion till after the November election, which will probably settle the dispute beyond question.

—M. O. Grimm, in studing the organs of sense of the animals (*Crustaceans*) which inhabit great depths in the Caspian Sea, has observed that several of them have well developed organs of sight. This seems to show that the light is not completely absorbed, even at great depths. By the side of these animals with good eyes, he has also found at the same depths many species whose eyes are extinguished, and in these species he has observed that other organs of sense have received a greater development. Such is the case with the genera Niphargus and Onesimus. Both have only rudimental eyes, but while Niphargus has well developed organs of smell and touch in its antennæ, in Onesimus only organs of touch are to be found on its jaws. This, according to M. Grimm, is because Niphargus usually remains in water, while Onesimus likes to stay in the mud at the bottom, and dig around for its food like a mole.

Notes.

—Prof. S. S. Hamill will travel for the winter in the eastern states.

—G. W. Hoss has been engaged to give instruction in elocution in the Normal School at Emporia.

—H. B. Jacobs enters upon his eighth year as superintendent of the public schools of New Albany, Ind.

—HORSFORD'S ACID PHOSPHATE is more convenient for making "lemonade" than lemons or limes, and is healthier than either.

—Jefferson Davis will complete his "History of the Civil War in America" this fall.

—County Superintendent Whitehead, of Perry county, Ind., has decided to grade the schools of his county, also County Superintendent J. W. Nourse, of Spencer county.

—Professor A. H. Sabin, of the Ripon (Wis.) College, succeeds Professor George A. Smyth in the Chair of Chemistry and Physics at the University of Vermont.

—Samuel Stehman Haldeman, A. M., the distinguished professor of comparative philology in the University of Pennsylvania, died at his home in Chickies, Lancaster county, on Friday evening, Sept. 10, aged 68 years.

—This happened in a primary school. Examination in geography was progressing, and the teacher asked: "What are the three grand divisions?" The answer came promptly from a wee bit of a boy: "Water, ground, and grass."

—Father: "Charley, I see no improvement in your marks." Charley: "Yes, papa; it is high time that you had a serious talk with the teacher, or else he'll keep on that way forever."

"My son," said a stern father, "do you know the reason I am going to whip you?" "Yes," replied the hopeful, "I suppose it's because you're bigger than I am."

—The shipment of live stock from the United States to Europe, which was begun a few years ago as an experiment, has been so successful that it now exceeds the shipment of dressed meats. Last year 105,324 head of cattle were sent over, and so far this year 118,000 head have been sent, amounting in value to nearly $35,000,000.

—Charles A. Dana, editor of the New York *Sun*, recently spent about $3,000 in the construction of a cave for the cultivation of mushrooms. He has employed a professional mushroom-grower to take charge of it.

—Prof. M. C. Connelly, for seven years principal of the Petersburg, N. Y., public schools, has resigned, and reëntered the legal proression. Professor Connelly is one of the best teachers in the state, and the profession has lost one of its most earnest workers. He is succeeded by H. C. Andrews of Pana.

—A Sunday-School teacher asked a bright four-year old. "Who made you?" "Dod," replied the cherub. "What did he make you out of?" continued the teacher. "Yoses and vi'lets," lisped the little sunbeam. The teacher said, "Oh, no, little girl, he made you of the dust of the earth." The innocent meditated one moment, then looking up, said, "I des I don't be'ieve you, tause when I get in my baf tub why don't I tome to pieces den?"

—The "puzzle of fifteen" is attracting the attention of scientific men in Europe. Prof. Tait has sent a note upon it to the Royal Society of Edinburgh, in which he has given a rule for ascertaining whether a particular arrangement admits of a solution or not. The French scientific journal, *La Nature*, gives two illustrations of it, and discusses the subject of magic squares in general in connection with it. Another French scientific journal, *La Revue, Scientifique*, devotes a long article to the discussion of the "ring puzzle," in which many curious mathematical properties are brought out.

—Prof. H. Fritz has an article in *Petermann's Mittheilungen* on the variation in the quantity of water of the various continents. He does not think here is any reason for believing that any thing like a permanent decrease of the volume of water in rivers has taken place, but that this volume is subject to variations, which, when grouped in periods of about ten years, are seen to be wonderfully regular. He gives, for example, the years 1804, 1816, 1829, 1837, 1848, 1860, 1871, as years of water *maxima*, and notes, as, at least, a coincidence, that these were years of maximum sun-spots.

—Professor John Trowbridge, of Harvard University, believes that it is possible to telegraph across the ocean without a cable. For this he would plant a powerful dynamo-electric machine in Nova Scotia, and another in Florida, with a conducting wire connecting them, and a similar pair in France, by means of which, with a telephone of low resistance, the Morse signals sent from Nova Scotia to Florida could be heard in France. Theoretically, he says, this is possible, but practically, with the light of our present knowledge, the expenditure of energy on the dynamo-electric engines would seem to be enormous.

—The preliminary excavation for the proposed tunnel under the English Channel are being actively pushed forward at Saugatte, near Calais, and borings have been begun on the English side. The chalk of which the cliffs and the bottom of the Channel are composed is believed to present a substance excellently adapted for the perforation of the tunnel. The shaft at Saugatte is already nearly two hundred feet deep, or one hundred and thirty feet below high-water mark, and intended to be pushed to a depth of three hundred feet, when a gallery will be turned toward England. So far the progress of the work and the indications have been very satisfactory.

—Boston is the literary capital of America. We all feel proud of Boston. And Boston glories in its own greatness. Last Friday Boston celebrated the 250th Anniversary of its existence. And a great time the Bostonians had of it. And so did all New England. None of the nice people were too nice to participate in the procession, the concert in the Common, or the literary exercises. All honor to Boston, and the culture of her citizens. America could not be America without her. Even England recognizes her glory. There is a Boston in Lincolnshire, where John Cotton was for twenty years Vicar. The bells of the parish church of this British Boston were also rung in honor of the 250 anniversary of our Boston. *Vive la Boston!*

—"The Passion Play," a theoretical representation of the last days of Jesus Christ on earth, will be produced at Booth's Theatre, Dec. 6, under the management of Henry E. Abbey. This will be the first production in New York of a play bearing on this subject, and the second in America. The first representation was given in San Francisco, Cal., several months ago. It produced a profound impression, and was the cause of much heated discussion. The play ran five weeks, and was then taken off the stage by its author, Salmon P. Morse. Thomas Maguire, manager of the California Theater, produced it three months afterward. The controversy then became so bitter that the authorities, fearing an outbreak of the peace, put a stop to the performances. This is the same play which is soon to be produced in New York.

—We confess that even the covers of the monthly magazines become dear to us, and we welcome their familiar—yes—faces, as we would any other dear friend. *Harper's Magazine* is always one of the earliest, and in some respects the most enjoyable. The fine pictures it contains are alone worth the yearly subscription. The October number is particularly good. There isn't an article or story that we feel like skipping except "White Wings; A Yachting Romance," which we confess seems rather tedious. But then, Mr. Black is so well known as a novel writer and so universally admired, that he and the editor will probably survive ifwe don't admire this particular story. Teachers in grammar school grades will find here many suggestions. For the geography class, read, if you have time, or condense if you havn't, "The Ascent of Fujiyama," by C. F. Gordon-Cumming, and see if it doesn't infuse new life into the class. If teaching natural history, nothing could be better to show the value of the study than "Reminiscences of John James Audubon," by Thos. Brewer, or if you wish to be practical, call attention to the progress made in bee culture as shown by Mrs. M. Howland. Morning exercises might often be brightened and made so interesting that tardiness would be at a discount, by cullings from the "Editor's Easy Chair" or "Drawer." The "Metropolis of the Prairies" is an exceedingly interesting article on Chicago, with twenty-two illustrations. Real, live, teachers will find something valuable even for practical use in every number, and the pictures can be made especially useful in bringing distant places nearer, and making things and plans studied about seem more real.

—A type of the Irish schoolmaster may be found in the life of Professor Isaac Sams, a sketch of whose career has recently been written by Henry S. Doggett and published by Peter G. Thomson, Cincinnati. In southern Ohio Prof. Sams was known as a teacher of more than ordinary intelligence and intellectual force. He was of English birth, Irish training, and naval experience in early life. In 1818 he came to America, and taught a private school in Maryland for several years. Afterward he entered upon a very promising career as teacher in Brooklyn, N. Y., but his health failing he removed to Hillsboro, Ohio, and engaged in farming. He became soon identified with the educational interests of that village and county, and also in many matters of a more general and permanent interest. Through his influence in 1840 was formed the Highland County Teachers' Association, which has continued in activity and usefulness to the present day. He was also instrumental in having the first teachers' institute held in that county in 1853. He was the first to suggest the state school library law, was president of the State Teachers' Association in 1851, and took an active part in the establishment of the *Ohio Journal of Education*. The book will be sent by mail for one dollar.

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